Card Sort–Math

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| In small groups, students simplify a radical expression by writing the next step in the simplifying process, then passing the problem to the person on their right, who writes the next step, and so on.   * Pass the Problem (K20 Strategy) | After learning about optimization in a calculus class, students are asked to create 4 examples and 4 non-examples of optimization scenarios.   * Example and Non-Example  (K20 Strategy) |
| There is a designated place in the classroom where students put questions that they didn’t want to ask during the lesson.   * Parking Lot (K20 Strategy) | After learning about non-standard operations, such as m ⊡ n = m2 – n,  a student writes in their math journal,  “I used to think that PEMDAS was all of the operations, but now I know that there  could be more.”   * I Used to Think…But Now I Know  (K20 Strategy) |
| In an Algebra II class, after students complete a table of simplifying *i*1 - *i*12, have students reflect on what they just did by asking what they notice and what they now wonder.   * I Notice, I Wonder (K20 Strategy) | After learning how to solve multi-step equations, students are given a worked-out problem and asked to write next to each step what they did and why.   * What Are You Doing and Why? (Keeley FACT) |

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| At the end of the lesson, students answer the question, “What point made during today’s lesson helped you to understand how to graph inequalities?”   * POMS (K20 Strategy) | Students use red, yellow, or green sticky notes to color code their comfort level with understanding the new topic of writing proofs in their geometry class.   * Stoplight Stickies (K20 Strategy) |
| At the beginning of the geometry lesson, students are asked to write down everything they know about parallel lines.   * Tell Me Everything (K20 Strategy) | At approximately two-thirds of the way through a unit, students take an assessment to see if they are near-ready for the end-of-the-unit assessment. This assessment is not for a grade, but just for feedback.   * Two-Thirds Testing (Keeley FACT) |
| Students are asked to find the roots of a quadratic equation. Each student divides their paper into quarters and finds the  roots in the first quarter of their paper.  Then students find a partner, write their work in their partner’s second quarter  and take turns sharing their strategies.  This repeats with 2 other partners.   * Strategy Harvest (K20 Strategy) | **Assessment for Learning** |
| **Assessment of Learning** | **Assessment as Learning** |